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ABSTRACT

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade, funded under 1965 Elementary Secondary Education Act Title III, is asserted to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that are stated to have been determined by a needs assessment carried out by the original project's development staff. Paterson children showed deficits in Listening, Naming, Observing, Speaking, Mathematics, Writing and Motor Skills, Perceptual Motor Skills, Decoding/Encoding, Classification, and Seriation. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of eight year old children. The teacher has the freedom to teach the skills and concepts in any way that she wishes. This enables her to use her own talents and to find the teaching method that suits the child best. The objectives are considered compatible with any learning materials since they are a compilation of skills that apply to all subject areas and reinforce one another. The program's essential components are stated to be: (1) the use of the performance objectives as a curriculum; (2) a forty-five minute reading program which utilizes all available school staff; and, (3) an intense parent involvement program. (Author/JM)

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TEACHER'S GUIDE

for the

DALE AVENUE PROJECT:

A PERFORMANCE OBJECTIVE CURRICULUM

FOR PREKINDERGARTEN THROUGH THIRD GRADE

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TEACHER'S GUIDE

for the

DALE AVENUE PROJECT:
A PERFORMANCE OBJECTIVE CURRICULUM
FOR PREKINDERGARTEN THROUGH THIRD GRADE

This manual is a guide and resource for the teachers upon whose talent and creativity the successful replication of the Dale Avenue Performance Objective Curriculum will depend.

The Dale Avenue Project was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary and Secondary Education Act, Title III. The project was validated in 1973 by the standards and guidelines of the United States Office of Education as innovative, successful, cost-effective, and exportable.

As a result, the New Jersey ESEA, Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost.

The Elementary and Secondary Education Act, Title III program in New Jersey, is administered by the Office of Program Development, Division of Research, Planning, and Evaluation/Field Service, Department of Education, State of New Jersey, 225 West State Street, Trenton, New Jersey 08625.

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June 1974

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This manual was prepared by Helen Hanson, Director, Dale Avenue ESEA, Title III Project.

PREFACE

This manual has been prepared as a guide and reference for teachers who will use the Dale Avenue Performance Objective Curriculum. The manual concentrates upon teaching responsibilities and emphasizes that the program's success is contingent upon the work of teachers. Supplementary background information about the program's development and evaluation will be found in the Final Report. An Administrator's Manual describes the administrator's role in installation and maintenance of the program. The latter also includes a thorough discussion of the attributes of the teaching styles required by the program and the inservice training which the program's installation in another site should include. Teachers are encouraged to consult these manuals for they will contribute to a fuller understanding of the program and a realization of the variety and range of teaching that may occur within it.

In planning and funding the dissemination of this project, the New Jersey Department of Education staff worked with the Dale Avenue Project Staff to design and print all of the materials that will be required for the project's transfer to another site. While it is preferable that interested parties visit the Dale Avenue School to see the program in action, it is not necessary. The materials are self-explanatory. They are available at cost from the project director. A description of them will be found in Chapter V. The dissemination materials assume that the program will be introduced in prekindergarten or kindergarten in another site and extended, one year at a time, through the third grade. This may not be the case in some districts or schools, but the information requisite for this level of adoption is provided.

At the time of this writing, the Dale Avenue Title III staff is funded through New Jersey ESEA, Title III funds to train other educators in the project's replication. There is no charge for their services. To be eligible for training, an interested district must give evidence of intent to use the training. Preference will be given to New Jersey educators. Those interested in details about the opportunities to visit the Dale Avenue School, the availability of the program's materials, and the training program offered by the Dale Avenue Staff should contact the project director.

FOREWORD TO TEACHER'S GUIDE

Urban children come into school with educational gaps. When the gaps remain unfilled as the children go through the grades, the children fall further and further behind.

The primary teacher in city schools may ask herself, "How can I raise the level of the children in my class?" The Dale Avenue Performance Objective Model is a program that can help the teacher accept this challenge. It provides guidelines to help the teacher pinpoint the needs of each of her children. It provides a means for children to progress at their own rate. It brings together varied teaching resources into one curriculum. Last, but not least, it provides a means of self-evaluation for the teacher.

The ten areas of the Performance Objectives provide children with the skills needed for learning. For instance, as a child proceeds through the Performance Objectives, he learns to answer to his name. He no longer answers "Jack" when asked his full name, but can give a whole sentence answer, "My name is Jack Smith." When asked where something is, he need no longer point to the object but can tell specifically where it is. Because so much language has been stored in the mind of the child, he is not a stranger to the words he will come across when he starts to read, and reading will come naturally.

An important part of the Dale Avenue Model is testing and recording test results. The testing program insures that each child competes only with himself. It helps the teacher see the needs of each child. The record keeping from the testing helps the teacher plan for teaching and grouping.

The Performance Objective Model is a structured program, yet it is flexible. It encourages teachers to plan their own activities for teaching each objective.

It is a program that may be used not only with disadvantaged children but with those who are progressing satisfactorily as well. After teaching and checking the Performance Objectives, the teacher can feel that the progress each child has made is what he is capable of making.

Patricia Artable
Yola Barber
Florence Muñoz

Dale Avenue Teachers

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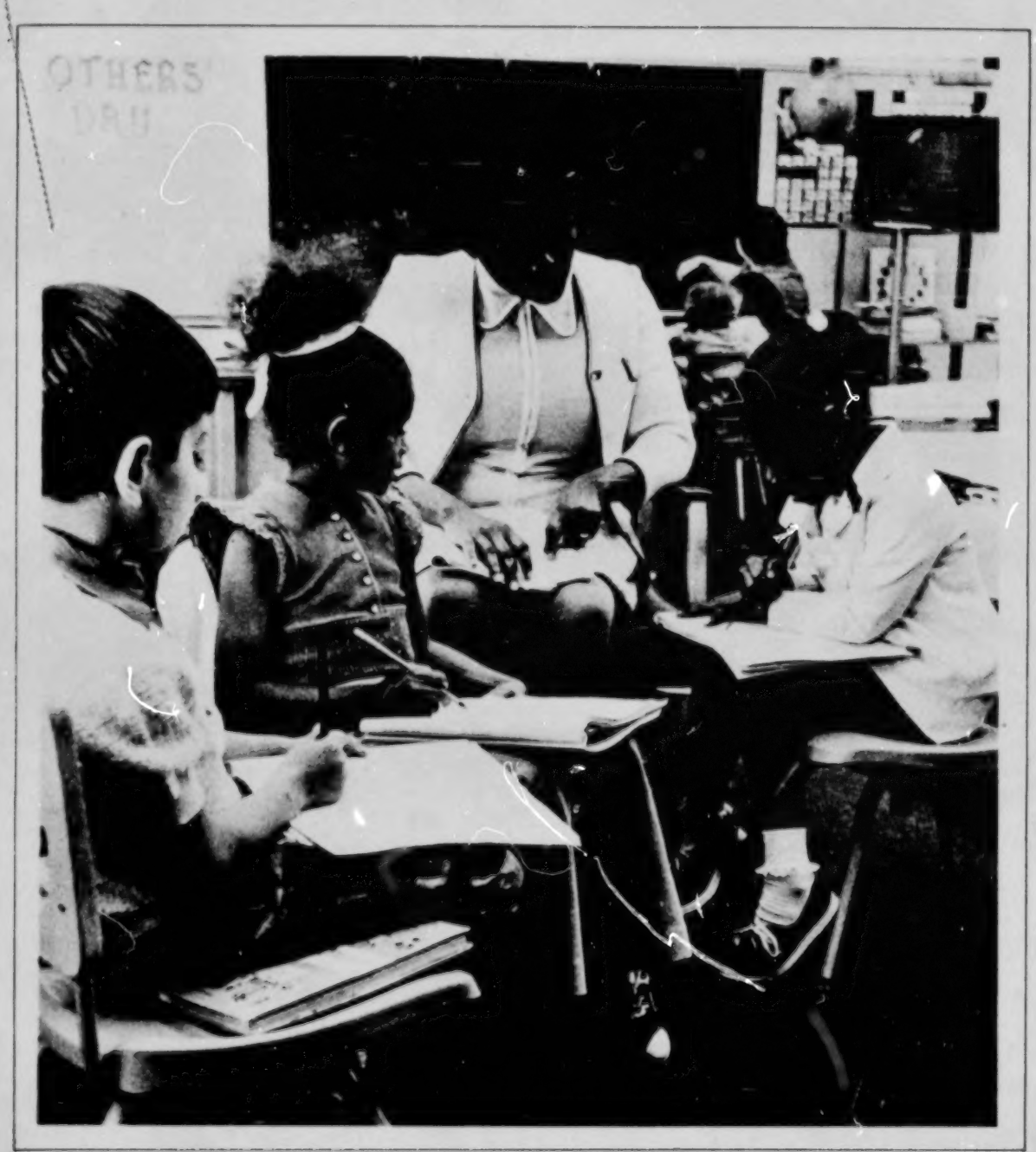
Chapter I

THE DALE AVENUE PERFORMANCE OBJECTIVE CURRICULUM: A SUMMARY AND EXPLICATION



SUMMARY

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade has been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that were determined by a needs assessment carried out by the original project's development staff. Paterson children showed deficits in Listening, Naming, Observing, Speaking, Mathematics, Writing and Motor Skills, Perceptual Motor Skills, Decoding/Encoding, Classification, and Seriation. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of eight year old children (third graders).

The Dale Avenue Performance Objectives assure children's assimilation of basic skills in the prekindergarten and/or kindergarten setting. This skill building process continues in grades one, two, and three. At any one time in a single grade, children may be working on a wide range of skills depending upon their various individual capabilities, but the developmental nature of the curriculum prevents failure through the careful presentation of basic skills in logical sequence. In this way the objectives "short circuit" learning disabilities.

The Dale Avenue Performance Objectives are not only a curriculum, but also a posttest which establishes the exact level upon which a child is operating. This information tells the teacher at what level to start teaching. Further, the Objectives are a posttest which establish a child's mastery of a skill and thus his/her readiness to begin to learn the next skill.

The Performance Objectives were based upon many of Piaget's developmental theories including the three stage sequence of learning. The first stage (sensory motor) requires a child's contact with concrete materials; in the second stage (perceptual) contrasting stimuli of color, shape, and sound are represented; and in the third stage (ideational-representational) the child works with objects and ideas with a minimum of concrete and perceptual support. These stages are represented in the

increasing complexity of the skills in the Dale Avenue Performance Objectives Curriculum.

The teacher has the freedom to teach the skills and concepts in any way that he/she wishes. This enables him/her to use his/her own talents and to find the teaching method that suits the child best. The Objectives are compatible with any learning materials since they are a compilation of skills that apply to all subject areas and reinforce one another. One skill area is directed specifically to reading skills, Encoding/Decoding, and another to Mathematics. But all of the skill areas can be taught in reading and mathematics lessons as well as in lessons on the local community, social studies, science, art, music, etc. The discussion of the reading program will illustrate the many approaches that are possible in the teaching of these skills.

Two examples of the ways in which the skill areas reinforce one another are the following. Two skills that are crucial to good reading are the abilities to listen carefully and the ability to reproduce vowel and consonant sounds. These skills are found in the Listening and Speaking areas. While mathematics skills are incorporated in the Mathematics area, some of the required terminology will be found in the Naming Objectives. In this way the skills in several areas provide the basic preparation for the students to move into and succeed in formal instruction in reading and mathematics. This reinforcement and interdependency among the skill areas means that students must be taught skills in all areas simultaneously for the program to succeed.

The program's essential components are:

I. The use of the Performance Objectives as a curriculum:

   A. The use of the Performance Objectives as a pre and posttest instrument.

   B. Utilization of Performance Objective test data for the grouping of children for instruction according to the needs indicated by the testing.

C. Accurate record keeping which involves the recording of test data for individual children in each of the Performance Objective areas.

D. Manipulative materials, games, cassette tapes, and tape recorders, a ditto machine and ditto masters for creating materials for individualization.

II. A forty-five minute reading program which utilizes all available school staff including teachers of special content areas such as music, art, physical education, and speech.

III. An intense parent involvement program which includes a parent committee and parents who volunteer in-program time as classroom aides, library aides, and clerical aides.

The remaining portion of the chapter is a discussion of the areas represented in the Performance Objectives. Each essential component of the program will be the subject of a separate chapter.

LISTENING

The act of listening combines hearing, understanding and remembering. Listening means hearing with purposeful attention.

The ability to listen is not fully developed at birth, nor can it be learned all at once. Rather, it may be thought of as a series of skills which may be taught in small increments, in a developmental sequence. Listening is listed first in the Performance Objectives because verbal proficiency is based on utilization of a storehouse of words in the brain. Language is first received through Listening and then tucked away. Many experiences with an object and its name help reinforce the image in the brain's storehouse. Later the word is "called forth" and is expressed as language.

Children have been known to fail tests, not because they could not correctly answer individual test items, but because they have not had enough training in listening to and following directions. The listening area of the Performance Objectives affords many opportunities to listen and respond on various levels. The child moves through a hierarchy of skills which encourage him to listen and to make motor or verbal responses. He/she listens to and identifies music, repeats digits, chooses words that rhyme and learns to listen for words, for

sentences, and to stories. Finally, he/she is asked to exhibit proficiency by giving directions for a game that has been learned or to demonstrate skills by rearranging a scrambled story and retelling it in its proper order.

NAMING

The act of naming objects is based on having vocabulary stored in the mind. When language is expressed, words must be retrieved from this storehouse in the brain. This is a complicated process and requires that the child has had many experiences with the object and its name before he/she can perceive a clear image of the object when it is necessary to call it from its resting place.

Words are stored in the child's mind through the receptive act of Listening, so Naming is directly dependent on developing good Listening skills. The narrow Listening and Naming experience of some children make it difficult for them to have sustained interest and success in reading and other learning experiences.

Listening probably develops first, but Naming, although dependent on Listening, must be taught separately and intensively.

OBSERVING

Observing is the ability to learn through the senses of sight, hearing, feeling, tasting and smelling. Careful

observation, like careful listening, is sequentially taught in this curriculum.

The child who has been trained to look carefully to see the gross relationships between shapes may not have problems distinguishing the differences in the "look alike" letters.

Many experiences with puzzles provide part to whole relationships on a color, shape, location in space, and whole picture level. Surely, the child who has had many experiences with this type of activity may find it not too difficult to distinguish individual letters, place these letters together to make words, and place these words together to make sentences.

SPEAKING

The language of school, and of most books, is standard English. A child must be familiar with the sounds and usage of standard English in order to be able to learn material that is taught in this language. Training in learning to produce and recognize sounds aids in utilization of phonics in the reading process and gives the child accurate tools with which to attempt to spell a word.

All of us have two languages--one which is utilized when we are speaking with friends and family and one which we draw on when we are in a formal academic situation. It is hoped that Black children will maintain their dialect

while speaking with their friends and the Spanish children will maintain their language in their homes and that nothing of the individuality of these two cultures will ever be lost.

WRITING AND MOTOR SKILLS

Writing is a complicated process involving the response of the brain, the eyes and the muscles to messages sent out from the mind.

Copying is looking to see the correct size, shape and spacing of letters; while, creative writing, like Naming, is a process of "calling forth" words and images stored in the brain through Listening.

No one will manipulate a pencil or pen comfortably if the arm is not developed through gross motor movement to move with ease. Small learners should be furnished with large pieces of rough paper and large crayons, so that through scribbling they can explore the results of arm movement and direction of that movement through the trace that is left on the paper. This should be done before the Writing and Motor Skills area of the Performance Objectives is even attempted.

Writing skills should never be forced. They should develop naturally and easily as the result of a developmental sequence of learning activities. This natural sequential development moves through a hierarchy of gross

to fine motor skills. If the writing skill is forced, it will become a splinter skill which will involve only finger movement and legibility will break down as fatigue sets in.

PERCEPTUAL MOTOR SKILLS

The relationship between motor training and academic achievement has long been controversial; however, no one could dispute the fact that the child who develops motor skills sequentially and who knows how to exercise control over his own body will be a more complete individual. The child who freely moves about in space, exhibiting the ability to efficiently activate each side of his body separately and together will exude the confidence that comes from knowing one's own body and in knowing that he/she has control over it.

Since the Perceptual Motor Area was developed using Kephart's Perceptual Motor Survey as a reference, this part of the curriculum when begun at the prekindergarten or kindergarten level becomes habilitative rather than rehabilitative.

Visual abilities involve motor skills and, as such, are strongly influenced by the motor ability of the body in general. Efficiency and ability to gain meaning are reduced if the eye cannot follow what it is supposed to look at, if it cannot switch easily and accurately from one point to another, if the two eyes cannot work in

harmony as a team to focus and center on what they should be directed on, or if the eyes need other senses such as finger touch, head movements, or vocalization, to help the elements in the visual process to function better.

The Perceptual Motor Area provides a pre and posttest and the separate items are also activities which should be carried out in the school and on the playground. If a child cannot execute a specific motor skill, this skill should be broken down into sub skills. Skipping can be reduced to step-hop, step-hop.

MATHEMATICS

Piaget has observed that the first way a baby learns about the world around him is by feeling and manipulating. This approach is frequently resorted to by older children and adults when faced with entirely new stimuli.

The individual child progresses through stages of learning. He moves from the manipulative, to the concrete, to the semi-concrete, and, finally, to the abstract. These stages, therefore, would appear to be the most natural sequence in teaching math. The child reaches toward the abstract concept by way of manipulating objects and seeing pictures, and finally progresses to numbers.

As in the other areas of the Performance Objectives, Mathematics is sequentially developed. Since multiplication is repeated addition, a child will not be able to

bring meaning to multiplication if he has not mastered addition. Piaget feels that children must have many concrete experiences before they are ready to move into the abstract. He suggests that if they cannot exhibit understanding of conservation of area (Performance Objective, Math 20) they should continue counting and adding objects that they can handle and manipulate. A third or fourth grade student who cannot demonstrate conservation of area should still be furnished with sticks or small blocks to count and must continue operating on a concrete level until he can pass the conservation item.

ENCODING/DECODING

No discussion of Encoding/Decoding is complete without reference to all the other areas of the Performance Objectives. The ability to successfully break the code is directly dependent on the amount of language stored in the brain. This is connected to the ability to receive language--to LISTEN.

Once Listening skills are built, vocabulary (Naming) will follow in the natural course of events, but Naming skills must also be trained in children who have not had many experiences in naming objects.

Observation, using the senses effectively and efficiently, enables the child to look to see the subtle differences in letters and words. Configuration is the

awareness of the different shapes of whole words. Reversals and rotations of letters are often remediated by learning disabilities people through work with peg boards, parketry blocks, and puzzles--experience with objects. Clearly, then, keen observation must be trained before the child attempts the complicated process of combining letters to make words.

Training in learning to produce and recognize sounds (Speaking) aids in utilization of phonics in reading and spelling.

Seeing likes and differences in letters and words is a Classification skill and readiness is easily developed through experience with objects and pictures which are, and are not, alike.

Seriation, the order of things, is prerequisite to the ordering of letters that make a word, and of words which form sentences.

Decoding, breaking the code itself, is arrived at through a natural process of simple child oriented tasks. Stopping on the red light and going forward on the green, gaining meaning from advertising logos, identifying common brand names written on much used household items, helps the child gain confidence to attack the formal reading process.

These Performance Objectives largely conform in sequence with the skills taught in the reading series

published by Bank Street (Preprimer through third levels). It is suggested that this sequence may be modified to conform to that of the reading series in use in the particular classroom. In this way the Performance Objectives can be dovetailed with the reading and supplementary materials suggested by the teaching manuals in any series.

Each skill should be pretested, taught if necessary, and then posttested. Children should proceed through the skills at their own pace. Value judgement should not be placed upon rate of progress, because each child learns at his own rate. When a particular skill is not readily learned by an individual or group, it should be simplified into component skills.

CLASSIFICATION

Classification is the ability to recognize likenesses and differences between objects and the ability to group these objects accordingly. Children develop this ability naturally; it cannot be taught. However, many experiences with classification are important in later learning.

Young children are encouraged to put toys away in appropriate areas, arrange blocks according to size and shape and to put things in the housekeeping corner that go there. Later, they move from sorting concrete objects to sorting pictures of things.

When children learn to observe likes and differences they are able to make educated guesses about the use of things they have never seen. A child who has experienced tea kettle, pitcher, coffee pot and has come to realize that a spout and handle are helpful for pouring liquids from these objects, might be able to determine that a Russian samovar is used for holding and pouring a liquid. If he can further identify the burner underneath, and, if he knows that this burner will heat the container, then he will be able to add to his deduction that the liquid will be hot.

SERIATION

Seriation is another ability that children develop naturally as they learn to deal with the world. A young child who at first cannot see that a large box goes on bottom, with the next smaller one on top of it, and so forth, discovers the nesting process after many experiences and when he is developmentally ready.

Because Piaget's experiences indicate that seriation is more fully understood when a child is developmentally six years of age, testing of seriation need not begin until first grade. However, many stacking manipulative experiences should be introduced at prekindergarten and kindergarten level.

The term seriation means finding relations between objects or events by arranging them in order. The Performance Objectives provide developmental steps for building this skill.

In teaching seriation, experiences should build from the concrete, to the pictured, to words or other abstract forms. The number of objects, pictures or abstractions to be arranged should be gradually increased.

Additional activities, aside from the Seriation performance objectives themselves, may include the following:

Blocks in length or width.

Children in order of height.

Pictures of animals, people or plants in various stages of growth.

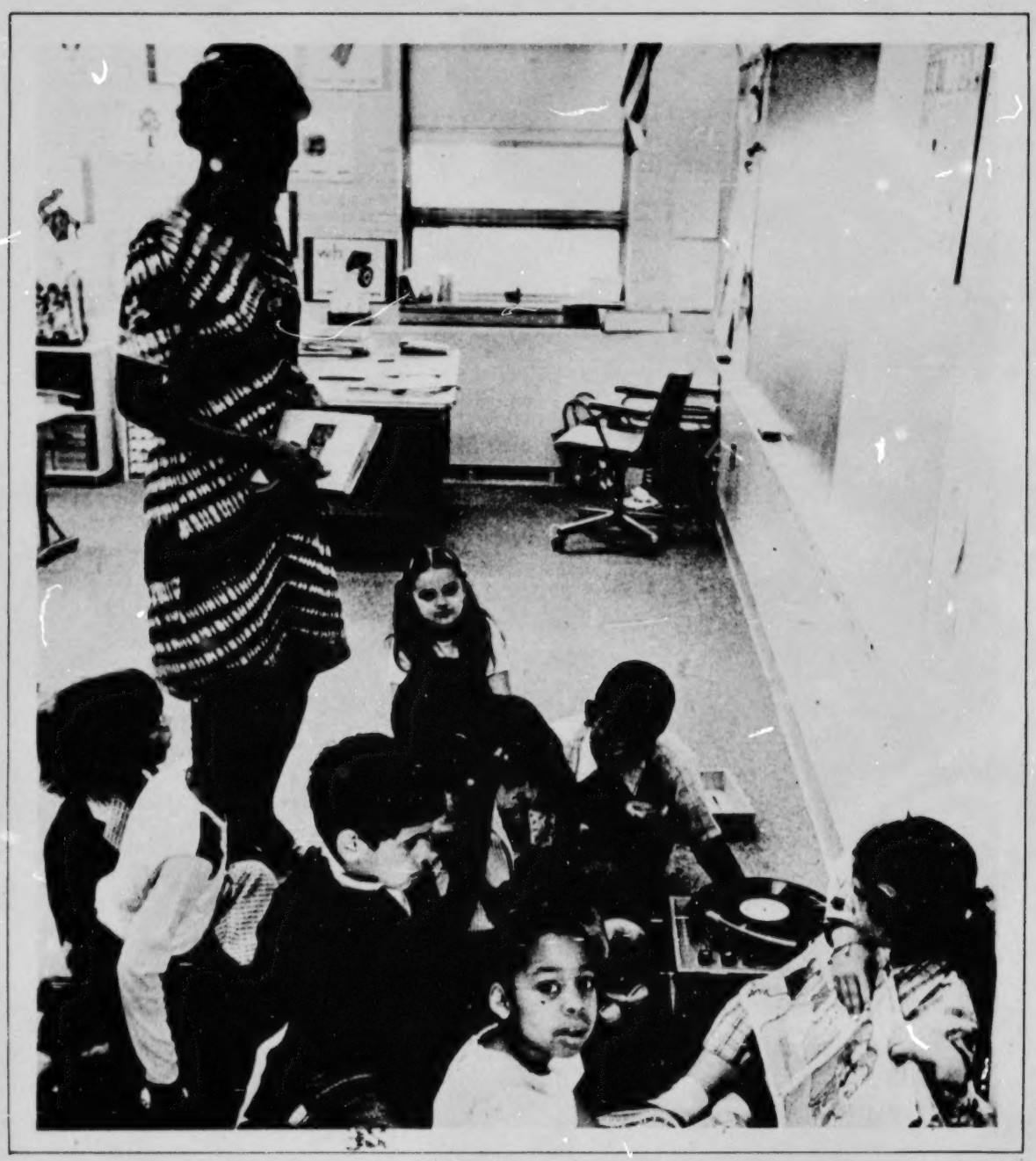
Colors shaded from light to dark.

Comic strip panels cut from newspapers, mounted on oak tag, to be arranged according to order of events.

Pictures of objects arranged in sequence according to their relative speed. (bike, car, plane)

Chapter II

THE USE OF THE PERFORMANCE OBJECTIVES AS A CURRICULUM



SEQUENCE OF TESTING, TEACHING

REPORTING, AND RECORDING PERFORMANCE OBJECTIVES

FIRST YEAR

1.	Pretest	Pretest each child in each Performance Objective area during the first months of school or during kindergarten registration. When child has missed two items that portion of the pretest is completed and the point at which teaching is to begin has been determined.
2.	Record	Record results of pretesting in record book. Use this information to group students for instruction and to individualize instruction.
3.	Plan	Use pretest information to plan appropriate lessons for groups and individuals. (See box of step by step activities for teaching Performance Objectives.)
4.	Teach	Provide instruction in small groups or on an individual basis.
5.	Reinforce	Provide reinforcement and follow-up to assure child's ability to perform skill in many situations.
6.	Test	Interim-test at the end of one week after new skills have been taught.
7.	Posttest and Record	After about a month of reinforcement posttest and record results in Record Book.
8.	Reporting to Parents	Record high number attained in each Performance Objective area and any unmastered skill below that number on parent reporting sheet at the end of December and March.

9.	Record on Summary Sheet	At the end of the school year record on the Summary Sheet the highest skill mastered in each Performance Objective area and any unmastered skills below that number.
10.	Report to Next Year's Teacher	On the last day of school or sometime during the summer the teacher is provided with her class list for the next school year and a summary sheet for each child on the list.

SUBSEQUENT YEARS

1.	Selected Pretest	Pretest is required only in Naming. All other information is gleaned from Summary Sheet.
2.	Record	Record pretest information in Naming. Drop back two items in every other area reported on the Summary Sheet and record.
3.	Plan	Use pretest and Summary Sheet information to plan appropriate lessons for groups and individuals. Dropping back two items in each area but Naming will provide reinforcement in material that was forgotten over the summer.
	Continue as in First Year	Four through ten are the same as in Process for the First Year.

WHO SHOULD TEACH PERFORMANCE OBJECTIVES?

Not all teachers will wish to or should attempt to teach the Dale Avenue Performance Objective Curriculum. The creative, innovative teacher, who is truly concerned about the progress of every child who comes within the realm of her particular area and who is willing to do a good deal of planning, will find satisfaction and success in working with this curriculum.

This curriculum lends itself nicely to many methods which are currently being explored in school systems where individual needs are met. The open classroom, team teaching, individual packaging, and learning centers are all innovative techniques which are currently used in many progressive school systems. These programs in themselves, however, do not provide step-by step check points of basic skill development. Coupled with innovative methods of classroom management, the Performance Objectives can provide the structure which assures the teaching and assimilation of fundamental skills.

Teaching the Dale Avenue Performance Objective Curriculum requires a good deal of effort. Planning, grouping, finding materials for individual or group needs, creating entirely new units of materials to teach the concepts terminated by the Performance Objective goals, require a dedicated teacher who has real expertise in curriculum

content. Furthermore, only the teacher who is willing to relinquish her role as an authority figure and lecturer to more democratic and humanistic methods which permit a child to operate on his own level, select some of his own materials, move about the room in pursuit of learning tasks, progress at his/her own rate and to be respected for what he/she is, will feel comfortable reorganizing his/her classroom to embrace this curriculum.

The teacher must feel comfortable with some shifting about of classroom furnishings. Traditional rows of fixed seating do not lend themselves to easy grouping and regrouping. Small pods of desks can be grouped seminar style and if small pieces of carpet are available, children can be seated on the floor for small group activities.*

Individualization of instruction, small groups, movement of students about the room and the resulting higher noise level must be acceptable to, and accepted by, the Performance Objective Curriculum teacher and her school administrator.

Before an individual school or school system makes the decision to adopt the Dale Avenue Performance Objective Curriculum, the teachers to be involved should be permitted to explore the program and its components. It is particularly important that in this "awareness period" the teachers understand that setting up the program and gathering together

*See Appendix A.

the necessary materials will necessitate a great deal of work on their part. They should know that teaching the Dale Avenue Performance Objective Curriculum requires some extra record keeping and that, above all, the prime requirement is that the teacher knows exactly where each child in his/her room is functioning in the Performance Objective Record. That child will then be furnished by the teacher with the materials which will enhance his/her progress onto the next level.

The teachers in a system wishing to adopt or adapt the Dale Avenue Performance Objective Curriculum should be attuned to testing as a diagnostic technique and one which is also necessary to provide an adequate evaluation of teacher effectiveness and pupil progress.

Teachers entering an experimental program using this curriculum must also be willing to gain knowledge in child growth and development. They must have the type of sophisticated knowledge in skill areas that permit them to know the unlisted sub-skills that lead up to the more complex skills listed in the Performance Objectives.

PRETESTING

In the Dale Avenue School the Performance Objectives are utilized to pretest all students as they enter school. Each child is individually evaluated on each of nine areas in the Performance Objectives. Seriation, the tenth area,

is not included until first grade and children enter the Dale Avenue School at the prekindergarten level.* Teachers may prefer to use their own test questions to determine mastery of the skills or they may use one of the Dale Avenue developed tests which are available in the areas of Listening, Naming, Speaking, and Math. These tests are included in the Dale Avenue Performance Objective Model Test Manual.

Beginning on the first day of prekindergarten, the teacher and any available helpers begin to test every child in each area of the Performance Objectives. This establishes which skills he/she already knows and thus determines at what point to begin teaching. Mastery of some skills can be determined in a group situation. For instance, the first Performance Objective under Listening states that the child can respond to his own name when he hears it. This can be ascertained when roll is called each morning. Most Performance Objectives, however, must be tested on an individualized basis, for the most important thing is that mastery be positively established. Listening (2), the determination of whether or not the child can follow simple directions, should be tested in an individualized setting.

You may be thinking that Listening (1) and Naming (1) are almost the same. Listening (1) requires that the child be able to listen for his name and Naming (1) requires that

*The explanation for this will be found in Chapter I, page 14.

he be able to say his name when asked, "What is your name?" Listening (1) is a receptive skill and Naming (1) is an expressive one and both of these are important for the beginnings of communication.

Testing should be formal and the skill should not be marked off in the Record Book until it has been positively mastered. This assures that the child knows the skill when it is applied in many different situations.

Testing continues until two items in succession have been missed. This establishes the child's ceiling and teaching may begin at that point for that student.

Pretesting on the Performance Objectives may take a month and a half or two months. During this period some grouping and teaching can be going on with the children who have been tested. In kindergarten settings, if a few days are spent before testing is begun teaching the children to use puzzles and games, the children can be busy with meaningful independent activities while the teacher is testing.

THE RECORD BOOK

A record keeping book has been developed at the Dale Avenue School which facilitates the recording of children's skill mastery. These record books are included in the Dale Avenue kit; however, you may wish to work out your own record keeping system. (A sample page from the record keeping book is included in the Appendix of this manual.)*

*See Appendix B.

Whatever method you may wish to use, your record book should tell you at a glance what each child's ceiling is and where the gaps are in his skills. From this record you may group students for instruction.

TEACHING THE PERFORMANCE OBJECTIVES

When you have finished pretesting each of your students you are ready to begin teaching the Performance Objectives.

Each Performance Objective indicates the minimal amount a child must know to be considered proficient in any particular objective. For instance, a child should be able to hear his name when it is called out singly, when it is called in a list of names of other children, or when it is called in a noisy room. Children should be able to follow simple directions when they are alone with a teacher or when they are part of a group in a instructional or testing situation. Following simple and complicated directions Listening (2) and Listening (3) may require only simple motor responses or they may require a series of more complicated visual-motor responses which may call for programming more information, sorting out the parts of the direction and responding appropriately. At any rate, each skill must be taught many times and in many ways so that the individual skill can serve the child in a variety of situations.

Different methods are appropriate for teaching the Dale Avenue Performance Objectives. Many of the Listening, Naming, and Speaking skills can be taught in informal situations using games and songs. Some skills must be formally taught, but may be reinforced in game situations.

GROUPING AND INDIVIDUALIZING

Pretest data provides the required information for individualization of instruction or for grouping of students for instruction according to their needs. A quick look at your record keeping system will indicate to you exactly which students need to learn what skills. Students may now be taught individually or grouped according to their needs depending on whether or not they can master the skill in a group situation. Each student is different and each should have an opportunity to learn a skill using whatever modality he prefers.

MATERIALS NEEDED TO TEACH PERFORMANCE OBJECTIVES

Small group instruction and individualization lend themselves nicely to the use of manipulative devices which help make concepts clear in initial presentation and aid in reinforcing concepts already taught.

It is important to have on hand a supply of learning games, and manipulative devices for students to utilize alone or when working in groups. Puzzles, card games,

matching games, crossword puzzles, sticks and chips to count, cylinders to seriate, should all be part of the classroom even at upper grade levels. (A list of helpful materials is included in the Appendix.)*

A cassette recorder and a supply of tapes is an important item in a Performance Objective classroom. It serves as an extra hand, another teacher, an individualizer, a source of material for the slower or the gifted child who moves at a different rate than the rest of the group. It is important to remember that if tapes are to be used as a form of individualization, they should appeal to the personalities of the children who will use them. If a tape is designed for a slower child, the pace of the recording should be slow. Many instructions may be needed and a good deal of repetition may be necessary. It is important that the tapes be personal. By utilizing certain techniques it is even possible to get the student to answer the tape or to repeat what the tape says.

Worksheets may be made to accompany tapes and these can test whether or not the student is becoming familiar with the concept being taught. If the students are very young and not accustomed to working with the materials, worksheets may be scotch-taped to the desk so that they cannot be rotated or moved about.

Before beginning tape recorder instruction, the student should be taught how to turn the machine on and

*See Appendix C.

off and how to rewind the tape after it has been used.

Two sample tapes will be available from the Dale Avenue project. Each employs a different technique and each is designated to help a different type of child.

UTILIZATION OF AIDES OR VOLUNTEERS

For schools fortunate enough to have paraprofessionals on the staff the Performance Objectives will provide a maximum opportunity to utilize this help in the classroom efficiently and effectively. Aides may oversee groups of children assigned to a listening station, or they may monitor workbook or worksheet activities. They may do perceptual motor activities with children, or help children to select games which reinforce concepts already taught by the teacher. If there are no aides assigned to your school staff, it is possible to enlist a corps of volunteer parents who can perform the same function as paid aides.

Another source of classroom help is local teacher training institutions. Student teachers, student speech therapists, and students who are specializing in learning disabilities and reading can be procured to spend time in classrooms doing language development, perceptual training, motor training, and making packages of materials to fit the needs of individual children.

THE TYPICAL CLASSROOM SETTING

A typical classroom setting at any grade level might include a teacher introducing a new math skill to a small group of students, an aide or volunteer supervising some workbook activity which reinforces a skill already taught by the teacher, some slower children working independently at a listening station plugged in to a teacher-made cassette tape with accompanying worksheets, two or three children working together learning arithmetic facts from flash cards, and a parent helping a child who needs individual attention drilling number facts. It is possible to have all of these activities occurring simultaneously without sacrificing good classroom management.

A long range goal in utilizing the Performance Objective Curriculum is to get the children operating independently, choosing some of their own materials, teaching and testing each other and accepting responsibility for their own progress and behavior.

The arrangement of the furniture in the classroom can provide for mobility of individual children and for movement of whole groups of students to alternate areas. Tables and chairs are a much more viable arrangement than individual desks. Tables placed near sources of information for different areas of the curriculum provide natural congregating places for students who are working

on certain subjects. If tables are not available, then desks may be clustered in pods near various sources of material and these desks may be moved about for various activities if it appears necessary.

PLANNING LESSONS

Units and individual lessons should be planned in relationship to the Performance Objectives. Naming (29) (Names ten animals) is a culminating test item which should be administered after many animal units have been taught. Concepts concerning animals that live on the farm, in our homes, in the forests, in zoos, wild animals, tame animals, animals that do work, all should be built over a period of time. Therefore, teaching this skill may be part of lessons on the local community, social studies, art, etc. When students have been exposed to all these units, the test item of naming ten animals should be administered. (Prototype weekly schedule and a model performance objective weekly lesson plan can be seen in Appendix D & E.)

If a classroom is to operate smoothly, planning should be done with the people who will work most of the time in that room with the teacher. Movement about the classroom is facilitated if a schedule is built which permits each member of a team including volunteers, to know what his/her function is at specific moments of the day.

A Performance Objective oriented classroom is structured for introduction of the skills, reinforcement, follow-up, and finally, posttesting to ascertain mastery of specific skills. Far from being haphazard, it is a carefully planned environment where there is a directed flow of traffic from one learning situation to another.

POSTTESTING

Check point testing should be done each week or every two weeks. At the end of each month, or before parent reporting, posttesting is done. When the posttests are individually administered, the skills should be well fixed through many experiences with the concept, and the child should have arrived at the point where he can transfer this skill to numerous other situations. Final posttest information is placed on the Summary Sheet and accompanies the student to the next teacher.

THE REPORTING SYSTEM (SUMMARY SHEET)

Reporting pupil progress to the school principal, the parents, and to other teachers is an important part of a continuous progress system.

Teachers turn in lesson plans which state what Performance Objectives are being taught and list the specific activities which they have designed to acomplish this. Quarterly, teachers turn in individual pupil record sheets

to the principal. These individual pupil record sheets are the same as the Parent Reporting Form. They indicate at what skill level he or she is operating at this specific reporting.

Similarly, the teacher reports to the parent at individual teacher-parent conferences indicating where the student is in each Performance Objective area. Students proceed at their own rate and are not compared to other individuals who have different skills and different needs.

At the end of each year a Summary Sheet is sent along to the next teacher with each student. This sheet lists the last skill mastered in each Performance Objective area and also lists any unmastered skills which might occur between number 1 and the point to which the student has progressed. Thus, the student may continue on the next year and need not lose time going over skills already mastered. He also will be given the opportunity to learn skills not indicated as completed on his Summary Sheet. (Parent Reporting Forms and Summary Sheets can be found in the Appendix of the manual.)*

THE CONTINUING PROGRAM

Each fall when children in the Performance Objective curriculum arrive in their new classroom with their new teacher it is possible to begin grouping them immediately

*See Appendix F & G.

from the information on the Summary Sheets. Experience at the Dale Avenue School has shown that skills learned the previous year remain fairly stable and that it is necessary to drop back only two items in all areas (except Naming) and begin grouping and teaching. Dale Avenue data exhibits, however, that many urban children lose skills apparently learned the year before in the Naming area, so it is necessary to pretest each child each year in Naming to determine his skill ceiling.

REPORTING TO PARENTS

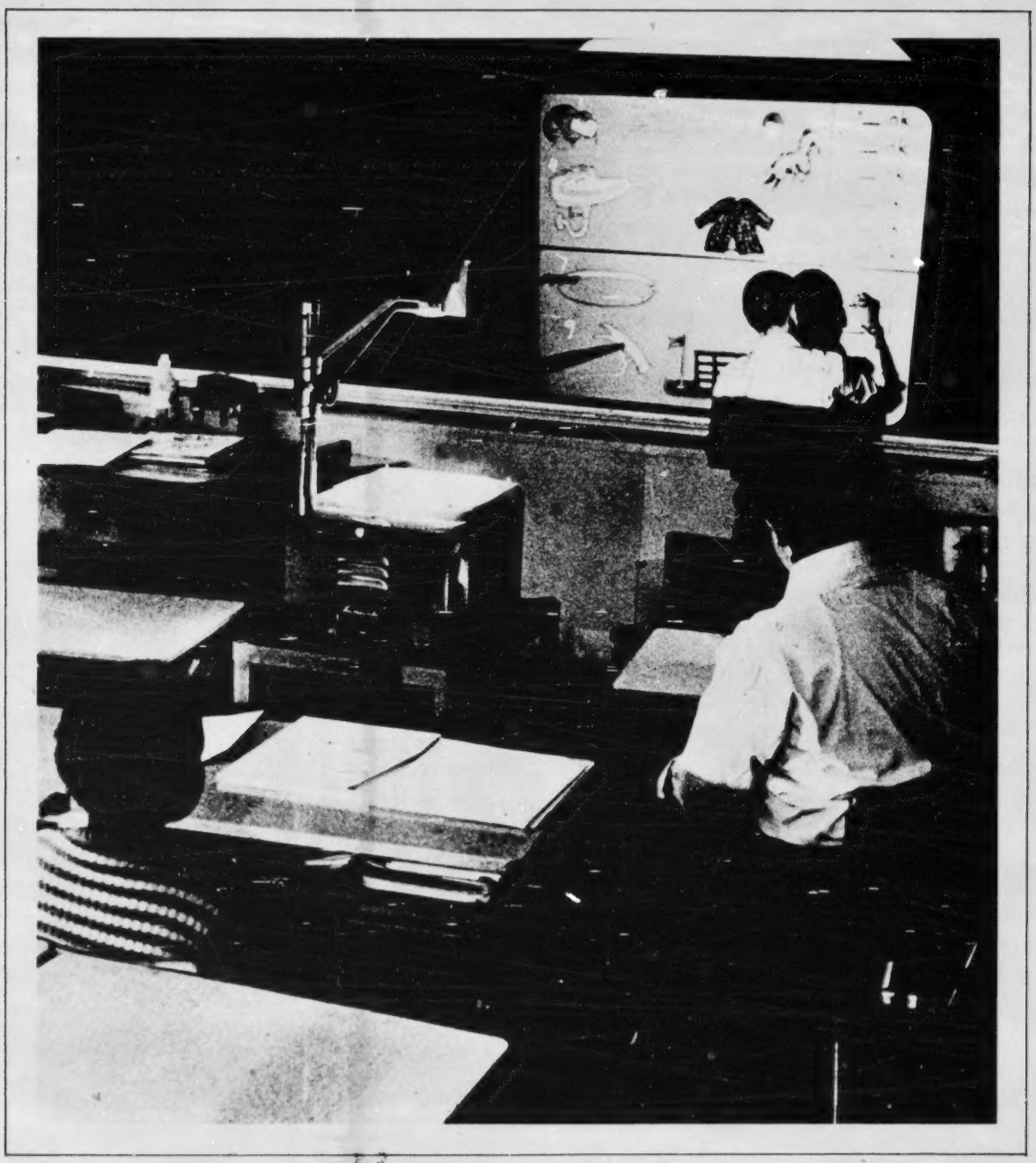
Teacher-parent conferences occurring twice a year serve to inform parents about the progress of their children. Reporting is done within the context of the Performance Objectives. The teacher indicates how far the student has moved in each Performance Objective Area by indicating the number and type of skills mastered. Emphasis is placed on the individual child's progress and he/she is not compared to other children. No formal report card is used.

If the conference reporting system is to be successful it is necessary that the parent understand that the Performance Objectives are sequential skills that lend themselves to the learning of the 3 R's. Parent must also comprehend that a child may be showing continuous progress, yet not be at grade level in reading and math.

In some situations, it is possible to involve the parents in helping the child attain skill mastery; however, the teacher must be well acquainted with the child's parents and must know whether or not they are able to render constructive help.

Chapter III

THE FORTY-FIVE MINUTE PER DAY READING PROGRAM



READING PROGRAM

The Dale Avenue Project has developed a unique reading program. During the first forty-five minutes in the morning all available school staff teaches reading to small groups of children. Each group is comprised of students who exhibit similar needs and some of the reading groups are taught by teachers of special content areas. The physical education teacher and the school psychologist work with children who have displayed motor needs. The music teacher has produced a reading through music program which combines instruments, voice, and decoding techniques. The art teacher has been assigned children who have exhibited problems with form and shape perception and she teaches letter and word recognition using the art media. The expertise of the speech therapist furnishes students who have language difficulty with skills that they will need to read proficiently. The home economics teacher has developed a program utilizing recipes, shopping lists, magazine and newspaper ads and vocabulary which relates to her own area of training. The school librarian works with a small group of children who require highly individualized attention.

Children not attending reading programs taught by special content area teachers work in small groups with teachers, associate teachers, and aides using a variety

of materials that motivate and that teach reading concepts.

Since it is the philosophy of the program developers that all the Performance Objective areas are directly contributory to the firm development of reading skills, all areas of the Performance Objectives are taught along with Encoding/Decoding. Listening games and activities may contribute to a child's ability to discriminate between different vowel and consonant sounds. A picture matching game or a game in which the child must see minute likes and differences in geometric figures (Observation) may contribute to the ability to see the small differences in the formation of letters which cause the letters to be called by another name. The skills in the Naming area develop vocabulary necessary for a child to be able to approach the reading system.

Even after formal reading is begun, Listening, Naming, Observing, Speaking, Classification, Seriation must be continually reinforced to assure that student growth in these areas is continuous.

Thus the forty-five minute reading period becomes a time during each day when all areas of the Performance Objectives are enfolded into the process of teaching reading.

Not all schools who will adopt the Dale Avenue Performance Objective Model will have art, music, physical education, speech, home economics teachers and a librarian

in the building each day. If special area teachers are not available, an alternative is to utilize all the staff that is available to teach reading and to enlist additional aid from volunteers who will give time to the school. These volunteers can be students from local teacher training institutions and community residents who are experienced teachers, but are retired or inactive. It may also be feasible to incorporate ideas from the art, music, physical education, and home economics special area Performance Objectives in the regular classroom teacher's day.

Reading is taught not only in this forty-five minute period utilizing all staff, but it is also taught again during another period during the day in the individual classroom setting. Here, again, children are grouped according to their needs and the groups are kept as small as possible.

Chapter IV

THE PARENT INVOLVEMENT PROGRAM

PARENT INVOLVEMENT

Parent involvement has been an important part of the success of the Dale Avenue Performance Objective Curriculum Model. Informed and involved parents will support a program which is enhancing the academic progress of their children.

The Title III Parent Committee has received information and training in all aspects of the Project. Any parents who have been on the committee since the inception of the program have experienced the testing program, and are thoroughly familiar with the Performance Objective Curriculum. These parents serve as liaison with the community and are sufficiently well informed to answer questions about the program.

Parents actively participate as volunteers in the Project as tour guides around the demonstration site, library aides and clerical help in the office. Informed parents can also make presentations about the Project in the community.

Parents volunteering aide time in the classroom may help less able children, oversee children who are working individually in workbooks or at listening stations and, generally, free the teacher to assume her role of classroom manager. Parents who hold teaching certificates may volunteer time as tutors and might even help create

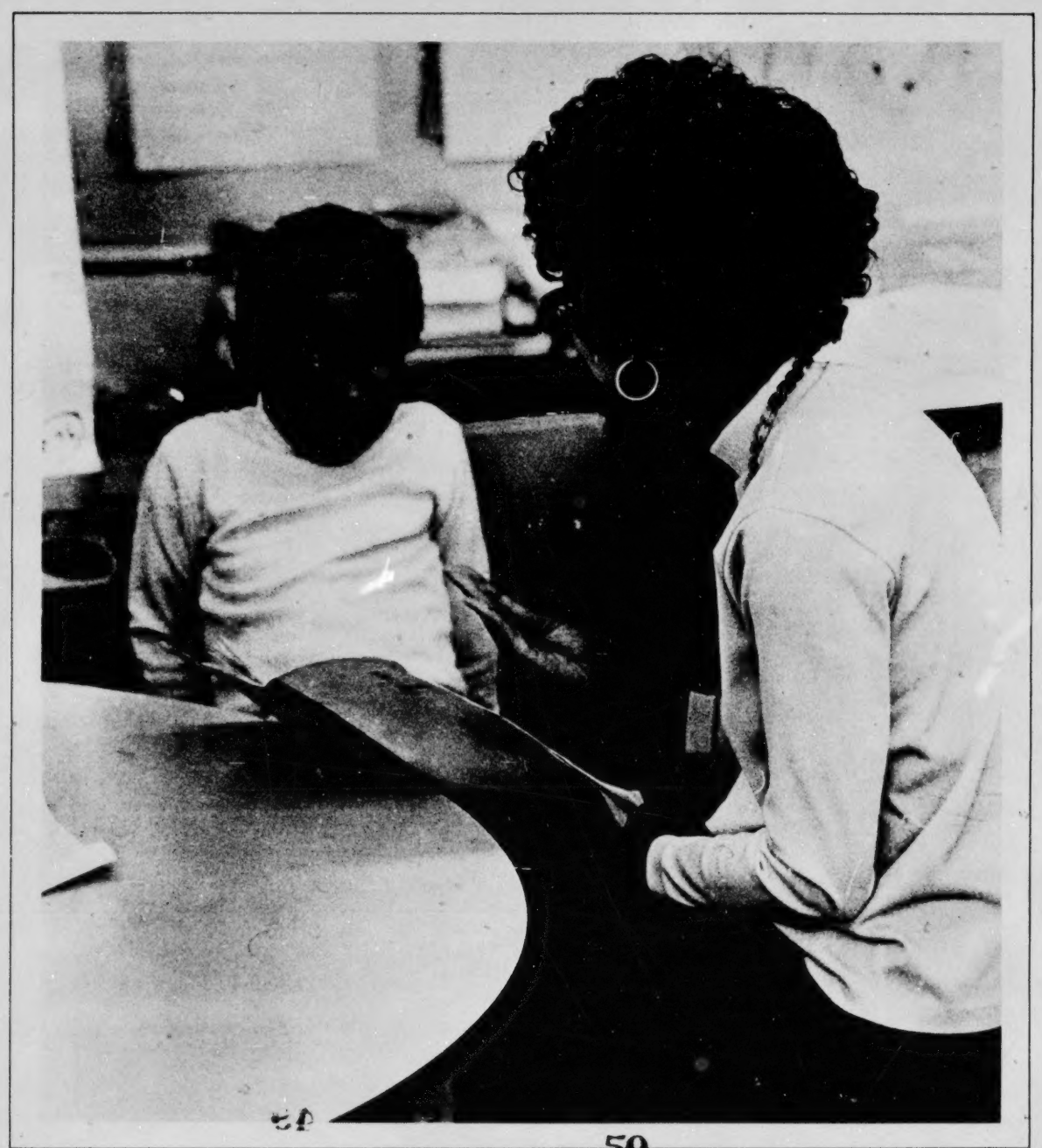
learning packages for individualization of instruction. Community residents are excellent resource people when units concerning occupations, crafts, hobbies are being introduced.

Success of a Performance Objective Curriculum is directly dependent on a shift in what most parents traditionally think school is. When individualization is stressed, grade levels become secondary. If a child is to progress at his own rate, his parents must allow him to do just this. His parents must not compare him to his siblings or peers as far as his reading ability is concerned. His parents must permit him to be wherever he is in the Performance Objective Record and they must be willing to accept his teacher's judgement when it is reported in a parent conference that a child is doing well--commensorate with his own abilities. This type of acceptance comes only with complete parent understanding of the program.

We gratefully acknowledge the contributions of Mrs. Anna Taliaferro, Parent Coordinator, to this section on Parent Involvement.

Chapter V

MATERIALS AND TRAINING AVAILABLE FROM DALE AVENUE SCHOOL



MATERIALS

Materials have been developed at the Dale Avenue School which may facilitate the implementation of the Dale Avenue Performance Objective Model. Publications include: The Dale Avenue Performance Objectives and accompanying Teacher's Guide; Dale Avenue Art, Music, Physical Education and Home Economics Performance Objectives; an Administrator's Guide; a box of activities that enhance the teaching of Performance Objectives; a Test Manual with test instruments utilized to evaluate pupil progress; and a Record Book to record test results.

The packet of activities will be particularly helpful. It is divided into the various Performance Objective areas and several activities are listed for each skill.

TRAINING

Two types of training are available to those wishing to adopt the Dale Avenue Performance Objective Model. One training procedure is a five day workshop on site at the Dale Avenue School. The schedule for this is included in Appendix H. Included in this plan are workshop periods and classroom practicum.

Training on site at the adopting (consumer) school consists of two and one half days of workshops. The

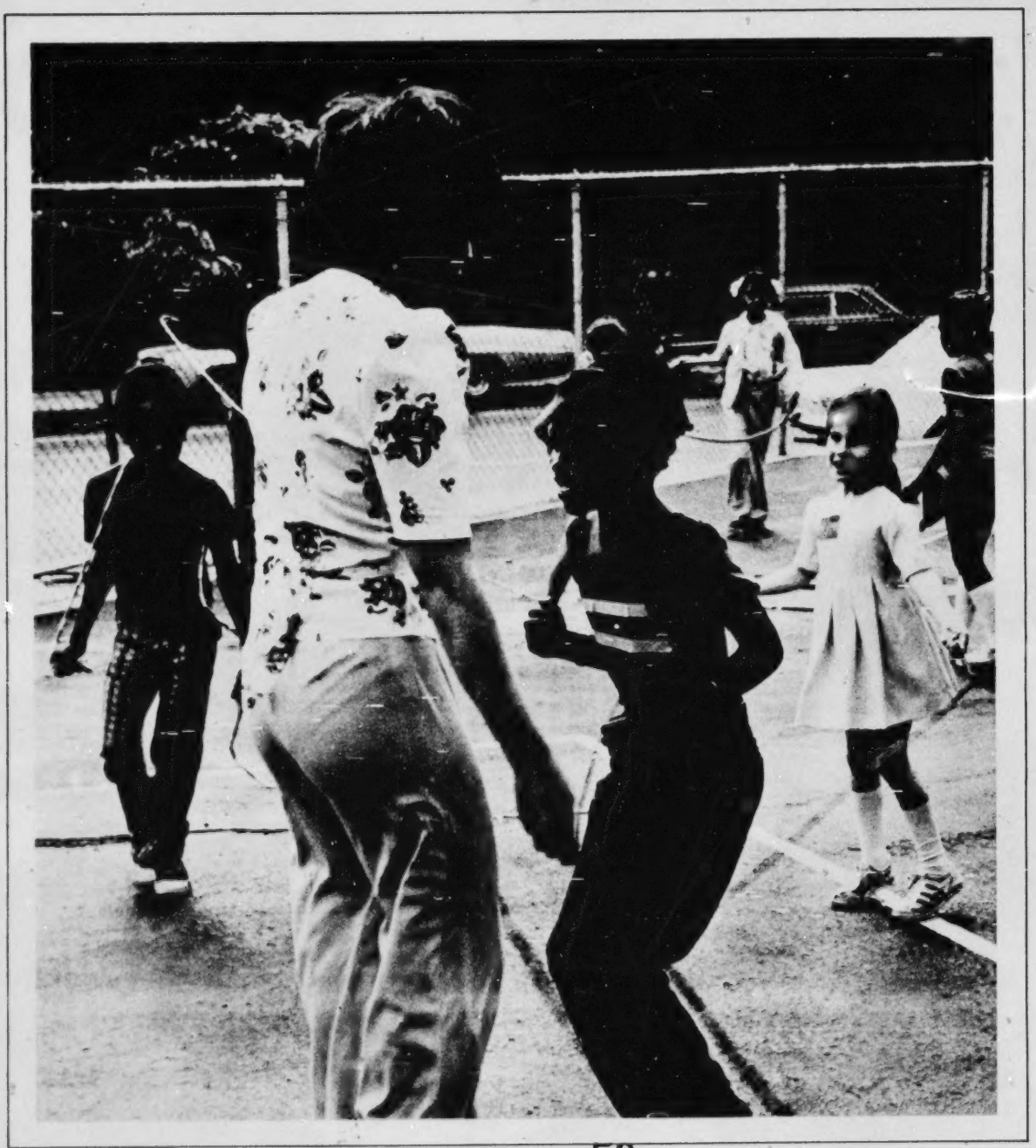
classroom practicum is eliminated and this training is illustrated in Appendix H by disregarding the afternoon classroom practicum.

Training should include all teachers and aides who will participate actively in the project, special services teachers who may need to have a clear understanding of the hierarchy of skills incorporated in the Performance Objective Curriculum, the project principal, a member of the system's top administrative staff, a Board of Education member and a parent.

A minimum of four monitoring sessions in the first year of the project will provide ongoing support and training. These monitoring sessions will be carried out by Dale Avenue Title III staff and can be arranged for at the adopting (consumer) district's convenience or when the need is exhibited.

Chapter VI

CONCLUSION



Districts wishing to adopt the Dale Avenue Performance Objective Model should be sure that everyone related to the project has a clear understanding of the processes involved in administering, teaching and testing the Performance Objective Curriculum. This is true not only for school staff, but also for the parents of the project children.

Movement through the hierarchy of skills in the Performance Objective Curriculum will provide for continuous growth, individualization of instruction and constant evaluation of pupil progress.

Through this, project children will attain levels of achievement that they have not reached before. They will realize a respect for themselves and become thinking individuals who have accumulated skills that will serve them well through the remainder of their school years.

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APPENDIX

A. Furniture and Room Arrangement

B. Page from Record Book

C. List of Materials and Games

D. Weekly Schedule for Kindergarten and Third Grade

E. Weekly Lesson Plan for Third Grade

F. Parent Reporting Form

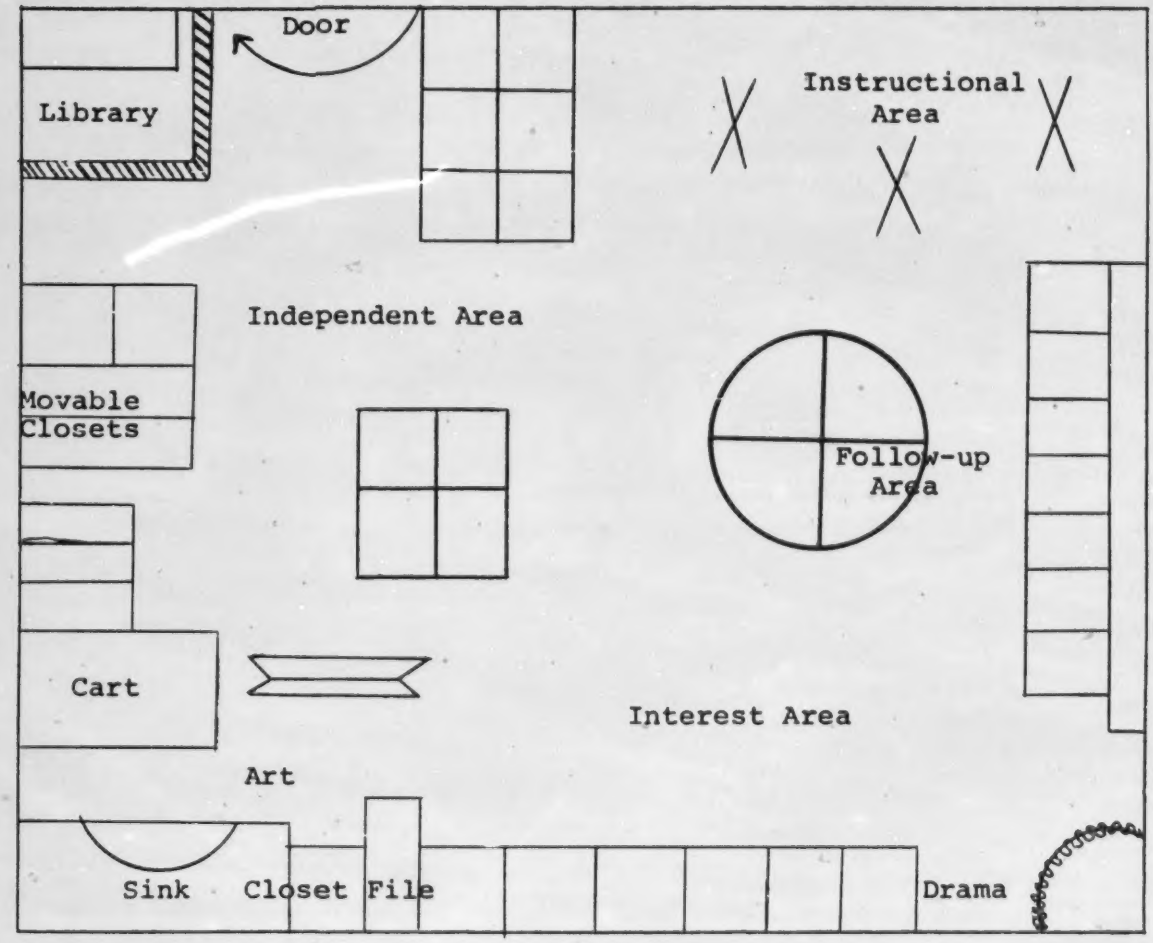
G. Summary Sheet

H. Schedules for Teacher Training

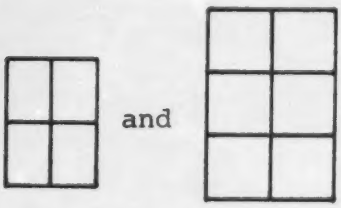
Appendix A

Furniture & Room Arrangement

Dr. Paul R. Daniels

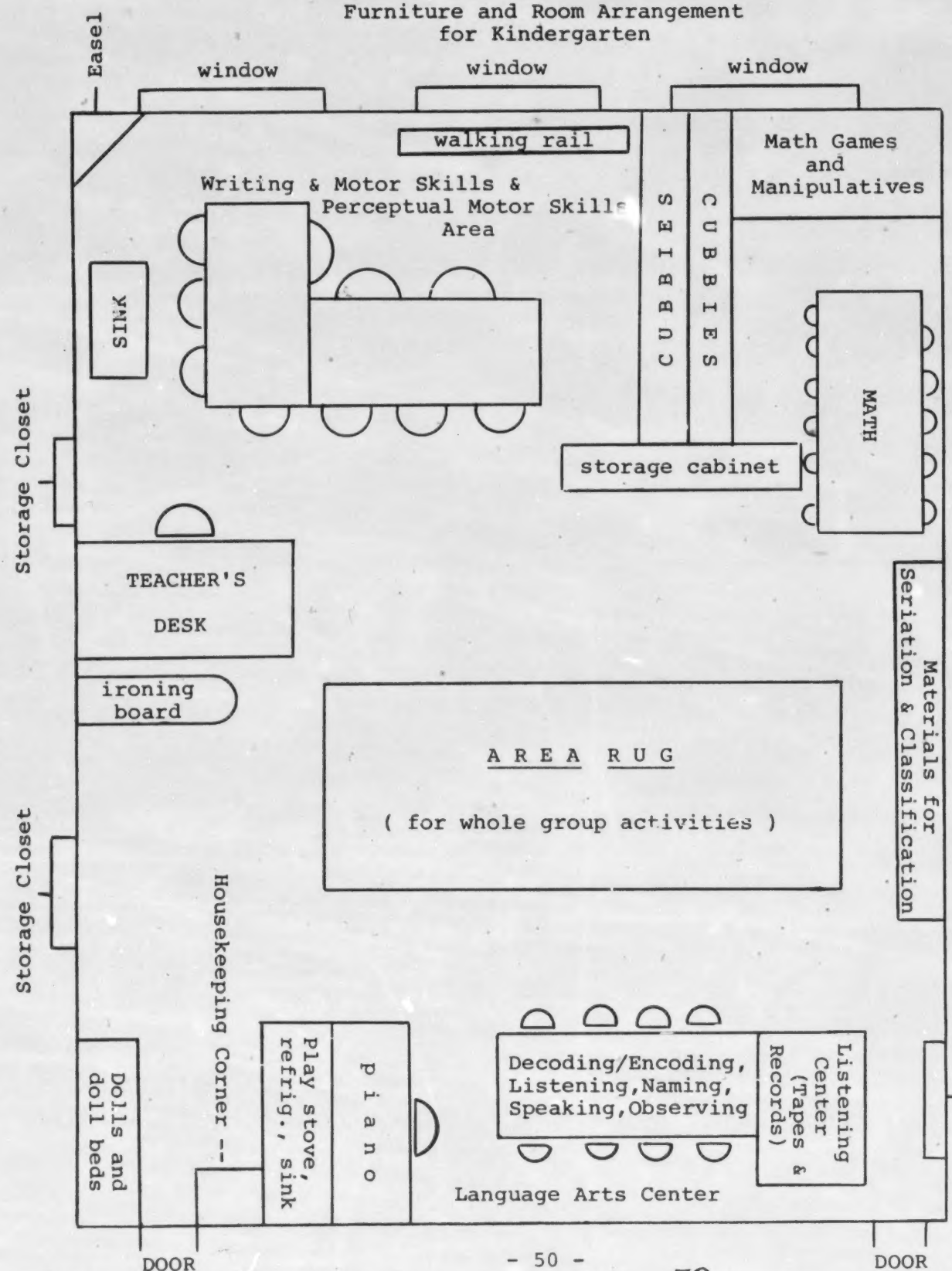


We gratefully acknowledge permission of Dr. Paul Daniels of Johns Hopkins University to use his room arrangement plan.

 and are pods of desks. Against a wall are desks that are used as learning centers.

Appendix A

Furniture and Room Arrangement
for Kindergarten



Appendix B

Page from Record Book

Appendix C

Materials and Games

(for beginning Performance Objectives)
from catalogues of 6/72

American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

Item

Peabody Language Kit, Level I

J. L. Hammett,
2393 Vaux Hall Road,
Union, New Jersey 07083 Materials:

Item	Code #	Page #
Coordination Bd.	80305	228
Sorting Box	81506	228
Postal Station	81201	228
Parquetry Blocks	81306	229
Color Cubes	81236	229
Color Stacking Discs	81213	229
Jumbo Beads	81207	230
Kittie in Keg	83438	203
Rubber Animals Farm	83222	206
Rubber Animals Zoo	83223	206
Teaching Picture Sets		211
Useful Signs to See & Read	61109	212
Story Cards-Tell What Part is Missing	61044	212
Puzzle Rack	80270	226
Peg Boards	61145	231
Zoo Lotto	82712	238
Farm Lotto	82713	238
World About Us	82714	238
What's Missing?	82715	238
Go Together	82716	238
Plastic Telephone	60064	251
Balance Beam	84515	260
Day by Day Calendar	61012	333
Flan-O-Graph	61160	312
Arithmetic Readiness	61573	312

J. L. Hammett (Continued) -

Flannel Bd. Cut-Outs	61165	312
Holiday Primary Cut-Outs	61555	312
Flannel Bd. Numbers	61163	312
Pupil Pack	61878	313
Numerals, Number Games, And Symbols	61556	313
Giant Dominos With Grooved Dots	82669	311
Picture No. Matching	66301	310
Plastic Counters	61146	306
Play Chips	82120	306
Picture Color Matching	66304	350
Picture Sequence Cards	61045	350
Space Relationship Cards	61043	350

Puzzles

Dog	80705	221
Squirrel	80706	221
Cat	80724	221
Fruit	80036	222
Farmyard Animals	80030	222
Transportation	80034	222
Barn	80001	223
Our Room	82960	227
Girl	82961	227
Boy	82962	227

Charles E. Merrill Publishing Co.,
Columbus, Ohio 43216 Materials -

Becoming A Learner Kit

Appleton-Century-Crofts,
Educational Division, Meredith Corporation
440 Park Ave., So., New York, N. Y.

Math and Language Matrix

Continental Press Inc.
Elizabethtown, Pennsylvania

Visual Discrimination, Level I
Beginning Sounds, Level I
Visual Motor Skills, Level I

Milton Bradley Company
Springfield, Massachusetts

Goal: Language Development
Goal: Mathematical Concepts

D. M. L. Developmental Learning Materials
7440 Natchez Avenue,
Niles, Illinois 60648

Circle, Square, Triangle, Rectangle and Diamond Templates
(Clear Stencils # M137)

Cassette Recorder and Blank Tapes for each room.
Listening Stations.
Boxes of blank ditto sheets.

Appendix D

Weekly Schedule for Kindergarten

Monday through Friday

8:45-9:05	Morning exercises. (Whole class sits in circle on the floor.) Roll call, calendar, birthday celebrations and weather.
9:06-9:30	Group activities. Taught Monday through Thursday and tested on Friday. Table 1: math, observing, classification Table 2: listening, naming, speaking, decoding Table 3: writing and motor skills
9:31-9:45	Circle activities. (Whole class sits in circle on the floor.) Songs, poems, finger plays and rhythm instruments are used.
9:46-10:15	Playground activities. After children go to the lavatory and get a drink of water, they proceed to playground where perceptual motor activities are taught from Monday through Thursday and are tested on Friday.
10:16-10:30	Snack and language development. (Children sit at Tables 1 and 2.)
10:31-10:50	Story time. (Children sit in circle on the floor.
10:51-11:20	Group activities. Taught Monday through Thursday and tested on Friday. Children who were at Table 1 earlier go to Table 2. Children who were at Table 2 earlier go to Table 3. Children who were at Table 3 earlier go to Table 1.
11:21-11:30	Cleanup and preparation to go home.

APPENDIX D

SAMPLE SCHEDULE - LEVEL III

Teacher _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 to 9:00	HOME ROOM:		Guidance, etc. Read a story, or part of a story.		
9:01 to 9:45	READING		Including Decoding, Listening, Naming Speaking & Observing		
9:46 to 10:15	MUSIC	ART	PHYSICAL EDUCATION	LIBRARY	
10:16 to 10:45	MATHEMATICS				
10:46 to 11:45	Girls: Home Economics Boys: Science, Social Studies (Obs., Ser., Classif.)	10:46 to 11:15	WRITING MOTOR SKILLS AND/OR PERCEPTUAL MOTOR SKILLS		TESTING, REINFORCEMENT
		11:15 to 12:00	LANGUAGE ARTS (Listening, Naming, Speaking)		
11:46 to 12:00	Discuss Home Economic activities				
12:01 to 12:30	L	U	N	C	H
12:31 to 1:00	SPELLING				
1:01 to 1:45	READING (Including Decoding, Listening, Naming, Speaking and Observing)				
1:46 to 2:40	Boys: Home Economics Girls: Science, Social Studies	LANGUAGE ARTS (Listening, Naming, Speaking)			TESTING, REINFORCEMENT
2:41 to 2:50	Prepare for Dismissal Put away Materials				
2:50	DISMISSAL				

LESSON OUTLINES — For Week Ending Jan. 11, 1974 — Conyers - Corbo

	Decoding	(M 63) Math (M 62)	Spelling (Dec. 147)	Science	Soc Studies - Health	Speaking 3 is 7 is 17	Naming N 31 37 37
MONDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary. See if each child can summarize the details of a story by retelling it in his own words DEC. 101	Aims: to review multiplication tables from 1 to 6. Follow-up → use the flash cards (boys 63 girls) 64 4 x 6 = 24 8 x 2 = 16	Let all the children continue in the CPS Program. Let the new children continue in the CPS introductory. Use supp. spelling and library skills	Science: Unit on Earth I. Discussion on how mountains and valleys are formed. — Volcanos - Lava (molten rock) — water - pushed rock and has made river beds	Have a discussion on childhood illnesses (use measles) Talk about precautions and why it is important to have these shots.	Aims: Review the idea of whether the following blends are in the middle of a word when given the choice of 3 words (bl, br, pl, pr, tr, dr, cr, cl, gl, fl, fr, sl, sn, sk, st)	Aims: Review the four basic food groups - Do this with the flannel board - set up the groups - let the children put the picture foods on the groups
TUESDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary. See that each child can recognize the sight vocab and comprehends meanings. DEC. 116	Aims: to review multiplication tables from 7 to 12. Block-up → use ditto 64 4 x 9 = 36 5 x 10 = 30 8 x 8 = 64	Let all the children continue in the CPS Program. Let the new children continue in the CPS introductory. Use supp. spelling and library skills		Have a discussion on safety in the classroom - let each child talk about different class accidents - then draw pictures of each occurrence	Aims: Review the definition of what is an antonym and then let each child come to the board & write one and to and let someone give the answer	Aims: Review the meaning and the usages of punctuation marks (. ? ! , " ") Follow-up → ditto - John went to the store ⊙ PERIOD ? QUESTION MARK, COMMA
WEDNESDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary - see if each child can orally indicate an understanding of the character motives. DEC. 118	Aims: to review dividing as the inverse of the multiplication tables of 1 to 6. Follow-up → use the flash cards (boys 63 girls) 64 28 ÷ 7 16 ÷ 8 = 2	Let all the children continue in the CPS Program. Let the new children continue in the CPS introductory. Use supp. spelling and library skills		Continue the discussion on accidents that occur in the classroom - discuss the remedies for frequent accidents - Ask boys/girls to do this -	Aims: Review the definitions - what is a synonym and then let the children divide into small groups and write as many syn. as they can.	Aims: Review naming Nouns & contractions - Do this on the board (boys 63 girls) say two words and let the children write the contraction.
THURSDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary. Let each child skim the story to find answers to five questions and write them out. DEC. 128	Aims: to review dividing as the inverse of the multiplication tables of 7 to 12. Follow-up → use ditto 64 8 ÷ 4 = 2 81 ÷ 9 = 9	Let all the children continue in the CPS Program. Let the new children continue in the CPS introductory. Use supp. spelling and library skills		Have a discussion on talking to strangers - up (since it is early dark when children go to school in the morning) Discuss the problems which can arise.	Aims: Review forming plurals with words that end in f (change the f to v and add es) Follow-up → ditto The boy raked the leaf. (leaves)	Aims: Review the meaning of long a sound (silly) and (silly) you are a sound - let each child discuss someone who is famous to him.
FRIDAY	Review and testing on Dec. 101, 116, 118, 128 Do this orally -	Review and testing on M 62, 63 Use slates -	Let all the children continue in the CPS Program. Let the new children continue in the CPS introductory. Use supp. spelling and library skills		Continue the discussion on talking to strangers - Discuss things that you can do when approached by a stranger - that been stressing for this	Review and testing on S 5, 13, 12, 17 Do this orally	Review and testing on N 36, 31, 32, 39 Do this orally

Appendix F
Parent Reporting Form
PERFORMANCE OBJECTIVE RECORD
Primary Grades (K-3)

Name: _____ Home Room Teacher: _____

COGNITIVE AREAS:	SEPTEMBER		DECEMBER		MARCH		JUNE	
	Data from previous year's summary sheet. Go back two items for reinforcement. Retest Naming.							
	High Attained	Not Attained	High Attained	Not Attained	High Attained	Not Attained	High Attained	Not Attained
LISTENING								
NAMING								
OBSERVING								
SPEAKING								
WRITING & MOTOR SKILLS								
PERCEPTUAL MOTOR SKILLS								
ENCODING/DECODING								
MATH								
CLASSIFICATION								
SERIATION								

ATTENDANCE:	DEC.	MAR.	JUNE
DAYS ABSENT			
TIMES TARDY			

MARKING KEY:

S- Satisfactory ✓- Improvement needed I- Is improving

Habits & Attitudes	Dec.	March	June
Relationships with others.			
Work habits			
Self control			
Self care			

TEACHER COMMENTS:

DECEMBER

MARCH

JUNE

Appendix G

Summary Sheet

NAME- BIRTHDATE-

ADDRESS- SCHOOL-

Please indicate highest numbered item in each category that this child has successfully completed.

	L.	N.	Obs.	Sp.	WMS	PMS	Enc. Dec.	Math	Cl.	Se.	
Pre-Kindergarten											
Kindergarten											
Level 1											
Level 2											
Level 3											

List under comments all objectives not mastered that come before the highest number attained.

Pre-Kindergarten Comments Teacher Date

Kindergarten Comments Teacher Date

1st Level Comments Teacher Date

2nd Level Comments Teacher Date

3rd Level Comments Teacher Date

APPENDIX H

SCHEDULE FOR TEACHER TRAINING

ONE-WEEK PROGRAM
AT DALE AVENUE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M. 1. Rationale for program; needs assessment. 2. Components of the program. a. Performance Objectives: what are they? 1) a pre-test. 2) a post-test. 3) a developmental curriculum with small increments of learning. (Show pre-k slide story.) b. Reading program. c. Parent involvement. 3. Assign participants to special area reading groups.	1. Work in special area reading groups. (9-9:45) 2. Questions and answers regarding reading groups. 3. Describe testing: a. Skill Assessment. b. Identity and Body Parts. c. Peabody Picture Vocabulary Test. 4. Explain scoring of each test. 5. Demonstrate testing and scoring of entire battery, using a Dale Avenue child. 6. Participants test children. (Each participant will administer and score one of the tests, using a Dale Avenue child.)	1. Work in special area reading groups. (9-9:45) 2. Demonstrate Performance Objectives. a. testing (use overhead for Seriation and Classification.) b. teaching (use puzzles and large pictures.) c. recording (roll book) 3. Show film. 4. Recording data: Participants are given sample information to record in roll book. 5. Grouping: Participants plan groups based on information in roll book.	1. Work in special area reading groups. (9-9:45) 2. Individualizing instruction. Plan groups, including use of: a. teaching tapes. b. learning centers. 3. Activities to teach performance objectives(discussion). 4. Participants offer suggestions for teaching specific performance objectives.	1. Work in special area reading groups. (9-9:45) 2. Role of Principal. Talk by principal, including: a. Parent reporting(forms and conferences). b. Record books. c. Summary sheets. 3. Show Peabody class summary sheets. 4. Give teachers' summary sheet to participants, who will record the information in roll book.
P.M.	C L A S S R O O M E X P E R I E N C E S			P.M. 1-1:45 Observe testing 1:50-3 Evaluation of training program (questionnaire).